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ABSTRACT

This paper reports how Finnish student teachers and pupils rate the importance of objectivies in English language instruction, and compares them with ratings of inservice teachers from a previous study. Forty-two teachers from post-graduate teacher-training schools and 131 students, aged approximately 17, from two schools, were involved. Student teachers reported that the most important cognitive skills were the ability to distinguish and repeat sentences, word and sounds, comprehension of a text, and ability to converse in English. The least important were translation ability and factual knowledge of English literature and customs. In the affective domain, the important goals were positive attitudes toward studying and speaking English, while the least important were use of English in spare time and developing empathy and a sense of responsibility. Students' responses were generally in agreement, with listening and reading comprehension and speaking ability the most important. Factor Analys compared these results with those of inservice teachers, who considered traditional objectives slightly less important than student teachers, and audiolingual skills more important. Questionnaires and rating scales are appended. (CHK)

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Anna-Liisa Leino

A COMPARISON OF THE IMPORTANCE OF OBJECTIVES IN FOREIGN LANGUAGE INSTRUCTION AS RATED BY IN-SERVICE TEACHERS, STUDENT TEACHERS AND PUPILS

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Preface

I wish to express my gratitude to Professor Erkki A. Niskanen Emeritus Professor Matti Koskenniemi and Jarkko Leino, Lic.Phil. who have read the manuscript and given me valuable criticism and advice. I am grateful for the inclusion of this study in the Research Bulletin series of the Institute of Education.

Helsinki, December 1974

Anna-Liisa Leino

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1. Introduction

This article is a continuation of a previous study (Leino 1974a), which dealt with the importance of objectives in foreign (English) language instruction as rated by teachers, and is one of the subject-related parts of a project started by Niskanen (1973). The instrument that was developed for investigating objectives was based on a framework put forward by Valette (1971) and Niskanen (1973). It is the purpose of the present paper to report how student teachers and pupils rate the importance of the same objectives and compare ratings given by in-service teachers, student teachers and pupils.

Previous studies dealing with general affective aims (Kansanen 1971) and the objectives of teaching mathematics (Leino J. 1975) suggest that the way objectives are appraised is related to teaching experience. The English teachers had considered the audio-lingual objectives to be the most important at each level (Leino 1974a). The foundations of the audio-lingual teaching strategy have, however, been challenged (e.g., Jakobovits 1970) with the internal processes of cognitive thinking being emphasized in the learning of a foreign language (Smith 1971). The present state of knowledge in the field is vastly different from what was a few years ago. Finding out how student teachers rate the importance of objectives and comparing these ratings with those given by in-service teachers may

give us information which can be used in planning both the initial training and in-service education of foreign language teachers. Additional information from experts (e.g. school authorities) who can be expected to be aware of recent developments in the field of foreign language teaching might also prove useful; gathering this kind of information must, however, be deferred till another time.

The most essential question concerning objectives is that of implementation. Objectives which have no influence on what happens in the classroom are useless (Enkvist 1969). There is research evidence to indicate that teaching efficiency is related to the extent to which the aims guiding the work of the teachers are structured (Koskenniemi et al. 1965). Otherwise very little is known about the relationships between objectives and instructional situations (Lahdes 1969). The most important factor in the classroom is the learner and his objectives. Unless the learner perceives the relevance of what is done in the classroom, meaningful learning will not take place. In order to make work at school more meaningful for pupils they now participate in the planning of instruction. Planning is, in fact, considered to be an essential part of pupils' work (Malinen 1974). Thus the present writer considers it necessary to make an attempt to investigate learners' notions of the importance of objectives to see if there is any discrepancy between their ratings and those given by in-service teachers and student teachers. The degree of congruence between the objectives of teachers and pupils has been said to be a crucial

matter in learning (Saylor et al. 1974). This could be interpreted to mean congruence between the distant goals of a subject. On the other hand disagreement on the immediate goals leading to the distant goals can prove fruitful but it makes great demands on the teacher: he may have to find ways of motivating pupils to achieve the goals which they do not consider important or he may have to check his own ideas of those goals. Thus, depending on the situation, the degree of congruence between objectives can facilitate or inhibit learning and the planning of instruction.

The present study is a survey of objectives in foreign-language instruction, and importance is the only dimension employed in rating the objectives. These ratings give us information on the areas of emphasis from the points-of-view of in-service teachers, student teachers and pupils. Later on it may be necessary to investigate how realistic the objectives are for different groups of pupils, how easily they can be implemented and what their motivational value is.

2. Procedure and Results

2.1. Problems

The present paper concentrates first on student teachers' and pupils' notions of the importance of objectives in foreign-language instruction. The student teacher's notions of objectives are based on his personal-social background, his training and possible experiences as a teacher prior to his training. The objectives are presented at the following three levels: elementary (9-10-year-old pupils), intermediate (13-15-year-old pupils) and advanced (16-18-year-old pupils). Reasons for choosing these three levels were given previously (Leino 1974). An answer is sought to the following question:
1. How is the importance of objectives in foreign language instruction rated by student teachers at elementary, intermediate and advanced levels?

Now that pupils participate in the planning of instruction they should be more aware of objectives of instruction than before. Carrying out the idea of pupils taking part in planning is, however, very recent and there is not yet much information available on it, but there is an experimental research project going on in which joint planning by teachers and pupils plays an essential role (Koskenniemi 1974). The advanced-level pupils are the only ones who are consi-

dered competent to answer the questionnaire concerning the objectives at their own level. In the writer's opinion the questionnaire might be too difficult for younger ones. An attempt will be made to answer the following question:

2. How is the importance of objectives in foreign language instruction rated by pupils at the advanced level?

Finally ratings given by the sample of the earlier study (Leino 1974a) will be compared with the ratings given by student teachers and pupils. The problem is as follows:

3. What differences are there between the ratings given by in-service teachers, student teachers and pupils?

2.2. Instrument

Student teachers answered the same questionnaire with the same instruction as the teachers in the previous study (Leino 1975a). The pupils' questionnaire had, however, to be modified at two points. First, because of the theoretical framework that guided the construction of the original instrument an attempt was made in it to express the statements in terms of observable pupil behavior and the content in which that behavior is to occur. It was not considered relevant to follow the principle of observable behavior in a questionnaire meant for pupils themselves, which means that the verb to "understand" appears in some statements. Second, the third person singular of the original statements was changed to the first

person singular. The teachers were contacted to make sure there were no terms unfamiliar to pupils. The modified version of the instrument with its instruction is given in Appendix 1. The fact that the pupils' questionnaire was a modified version of the one answered by in-service teachers and student teachers is, of course, a source of error. On the other hand, however, care was taken not to change the ideas contained in the statements of objectives.

Information on the psychometric properties of the instrument that in-service teachers and student teachers answered is included in the previous research. The content validity of the instrument was assumed to be satisfactory on account of the framework that guided its construction (Leino 1974a). The same can be assumed of the questionnaire that the pupils answered since exactly the same areas are represented in the newer version. The question of the reliability of the instruments is open except for the information on the communalities of objectives that is available concerning the in-service teachers (Leino 1974a). Factor-analysis was not resorted to in dealing with the new data for reasons to be given later, which means that information on reliability in the form of communalities is lacking. As for the stability of the ratings, previous studies of educational aims refer to the constancy of in-service teachers' (Koskenniemi et al. 1965) and student teachers' (Kansanen 1971) ratings. The question of the reliability of the new variables that were formed for the purpose of this study will be touched upon later.

2.3. Subjects

Student teachers

The student teachers (N=42) are from Helsinki and Jyväskylä; they answered the questionnaire in January, 1974. According to the practice that has prevailed so far in Finland those who intended to be teachers of any academic subject or related subjects first completed their studies at the university after which they went to do their teacher training in one of the "normal schools" of our country. The school reform, however, necessitated a reform of techer education, too. The reform started at the organisational level in Jyväskylä and Joensuu last year and in Helsinki (and other universities) this year. The reform will not be a pedagogic one until future teachers are selected to do their academic and pedagogic studies simultaneously at the universities. The change from the old system to the new one will take a few years.

Twenty-seven of the student teachers are from the Institute of Teacher Education at Jyväskylä University and fifteen from the Coeducational "Normal" School of Helsinki. The choice of these student teachers was based on the ease of availability. There are no essential differences in the academic studies they have taken or the pedagogic training they received during the fall 1973. The writer considers it well-founded not to keep these groups separate because of the smallness of the sample and because an attempt is only made

to get a general picture of what objectives student teachers consider important at different levels. If background variables were included there might be others more relevant than the place where the subjects are doing their training. The universities where the subjects have taken their academic studies, the degrees they have in English and education could be thought to be among these. Later on the present teacher trainees will participate in in-service teacher education and the possibility of individualizing that education has not even been mentioned; thus at this stage, background variables are not considered very relevant.

Two trainees were left out because they had worked as teachers for several years. The others' experiences as teachers were limited to periods ranging from a couple of months to a year at the most.

Pupils

There are two groups of pupils coming from two different types of schools and each will be dealt with separately. One group (N=77) comes from The Finnish Coeducational Secondary School in Helsinki (called SYK), which is a ten-year-experimental school with pupils entering at the age of nine. The school is selective, taking its pupils from different parts of the City of Helsinki and its environs. The subjects were from the ninth class of the school. Their age was not controlled but usually pupils in that class are seventeen.

The other group (N=54) comes from Myllypuro Secondary School, whose pupils mainly come from the area where the school is situated. Pupils enter the school at the age of eleven. The subjects were from the seventh class of that school. Their age was not controlled but usually pupils in that class are seventeen.

Of those two schools Myllypuro can be considered to represent ordinary Finnish secondary schools better than SYK, which means that results obtained from that group can be more readily generalized than those obtained from the latter group. The writer, however, considers it important to make an attempt to get information on some specific group of pupils, for, though it may not be generalizable, it can still prove valuable when the individual needs of pupils are considered. The question of the generalizability of the results is very problematic. The failure to use any sampling method in the selection of the subjects imposes its restrictions on the whole question.

2.4. Results

In order to find an answer to problems 1 and 2 the means and standard deviations of each objective were computed. These are given in Tables 1-2. The numbers of the affective objectives are underlined in the tables. The intercorrelations

of all the objectives were computed for each group. The matrices are not included in this report but they are available at the Institute of Education, University of Helsinki.

2.4.1. Student Teachers

The most and the least important objectives of both of the domains at each level are given below with their means and standard deviations in the brackets.

Elementary level:

Cognitive and Psychomotor Domain

The most important objectives:

11. the pupil is able to distinguish two sentences from each other on hearing them (3.57, 0.97)
18. the pupil is able to distinguish two words from each other on hearing them (3.52, 0,92)
31. the pupil is able to differentiate between sounds (3.31, 0.95)
9. the pupil is able to repeat sentences and dialogues (3.30, 0.74)
25. the pupil is able to pronounce different sounds and sound combinations (3.26, 0.94)

The least important objectives:

28. the pupil is able to mention English writers and their works (1.21, 0.47)
8. the pupil is able to translate a Finnish text into English in writing (1.33, 0.57)
1. the pupil is able to translate orally from Finnish into English (1.43, 0.70)
40. the pupil is able to translate an English text into Finnish (1.52, 0.67)

Affective Domain

The most important objectives:

22. the pupil is not afraid of speaking English (4.26, 0.73)
26. the pupil develops a positive attitude towards the study of English (3.83, 0.82)
34. the pupil wants to use English on his own initiative (3.36, 0.76)

The least important objectives:

15. the pupil takes an active interest in English in his spare time (2.07, 0.84)
20. the pupil develops empathy (2.36, 0.84)
38. the pupil is able to work independently and purposefully (2.40, 0.89)

Intermediate level:

Cognitive and Psychomotor Domain

The most important objectives:

11. the pupil is able to distinguish two sentences from each other on hearing them (3.95, 0.69)
25. the pupil is able to pronounce different sounds and sound combinations (3.57, 0.94)
31. the pupil is able to differentiate between sounds (3.64, 0.88)
44. the pupil is able to answer questions on the contents of a text he has read (3.60, 0.73)
17. the pupil is able to produce grammatical structures orally (3.50, 0.67)

The least important objectives:

28. the pupil is able to mention English writers and their works (1.90, 0.72)
19. the pupil is able to mention geographical places in England (2.21, 0.71)
1. the pupil is able to translate orally from Finnish into English (2.26, 0.79)
14. the pupil is able to describe habits and customs of Englishmen (2.33, 0.85)

Affective Domain

The most important objectives:

22. the pupil is not afraid of speaking English (4.33, 0.68)
26. the pupil develops a positive attitude towards the study of English (3.78, 0.78)
34. the pupil wants to use English on his own initiative (3.60, 0.70)

The least important objectives:

15. the pupil takes an active interest in English in his spare time (2.42, 0.83)
20. the pupil develops empathy (2.50, 0.71)
6. the pupil develops perseverance (2.95, 0.62)

Advanced level:

Cognitive and Psychomotor Domain

The most important objectives:

11. the pupil is able to distinguish two sentences from each other on hearing them (4.09, 0.76)
44. the pupil is able to answer questions on the contents of the text he has read (4.07, 0.67)
35. the pupil is able to talk with an English-speaking person (4.02, 0.78)
18. the pupil is able to distinguish two words from each other on hearing them (3.93, 0.81)
25. the pupil is able to pronounce different sounds and sound combinations (3.92, 0.97)

The least important objectives:

16. the pupil is able to copy sentences (1.86, 1.07)
9. the pupil is able to repeat sentences and dialogues (2.43, 1.06)
28. the pupil is able to mention English writers and their works (2.55, 0.86)
19. the pupil is able to mention geographical places in England (2.55, 0.88)
14. the pupil is able to describe habits and customs of Englishmen (2.78, 0.75)

Affective Domain

The most important objectives:

22. the pupil is not afraid of speaking English (4.38, 0.69)
34. the pupil wants to use English on his own initiative (3.86, 0.78)
26. the pupil develops a positive attitude towards the study of English (3.78, 0.84)

The least important objectives:

20. the pupil develops empathy (2.55, 0.71)
15. the pupil takes an active interest in English in his spare time (2.76, 0.82)
3. the pupil develops a sense of responsibility (3.11, 0.83)

As can be seen on the previous pages the most important cognitive and psychomotor objectives at the elementary level are audio-lingual ones mainly concerned with psychomotor activties. The least important ones are connected with culture and translation. Almost the same is true at the intermediate level with the interesting exception of reading comprehension being among the most important ones. At the advanced level audio-lingual objectives concerned with psycho-motor activities are still among the most important ones but reading comprehension and oral communication are there, too. At this level one of the most important audio-lingual objectives of the elementary level (9) is among the least important ones. The other less important objectives are copying and items connected with culture.

The most and least important objectives remain nearly the same at each level. The most important ones have English as their content while the least important ones are general affective aims with no specific content with the exception of interest in English.

The standard deviations show that the agreement on the importance of different objectives is greater at the advanced level than at the elementary level. Generally speaking there is a fairly great agreement on the most and least important objectives with the exception of two objectives at the advanced level. These objectives (copying and repeating) are among the least important ones, but the standard deviations show that there is no great agreement on the smallness of the importance of these objectives.

2.4.2. Pupils

The means and standard deviations of the two groups of pupils are given in Table 2 (Appendix 3). The significance of the differences between the means was tested and those objectives with significant differences are given in Table 3 (Appendix 4). The most and least important objectives of the two domains as rated by the two advanced-level groups of pupils are given below.

SYK (N=77)	Myllypuro (N=54)
Cognitive and Psychomotor Domain	
The most important objectives:	
24. I understand what I have heard (4.87, 0.34)	24. (4.63, 0.65)
35. I'm able to speak with an English-speaking person (4.47, 0.68)	35. (4.41, 0.65)
44. I understand what I have read (4.47, 0.68)	44. (4.41, 0.66)

43. I'm able to communicate with an English-speaking person in writing (3.87, 0.88)
41. I'm able to produce words orally (3.77, 0.93)
40. I'm able to translate an English text into Finnish (3.87, 0.87)
33. I'm able to speak on a given topic (3.85, 0.99)

The least important objectives:

14. I'm able to describe habits and customs of Englishmen (1.64, 0.84) 14. (1.65, 0.60)
16. I'm able to copy sentences (1.48, 0.72) 16. (1.61, 0.80)
19. I'm able to mention geographical places in England (1.35, 0.56) 19. (1.44, 0.60)
28. I'm able to mention English writers and their works (1.51, 0.77) 28. (1.22, 0.46)
42. I'm able to mention features typical of life in England (1.53, 0.77) 42. (1.52, 0.82)

Affective Domain

The most important objectives:

22. I'm not afraid of speaking English (4.49, 0.77) 22. (4.31, 0.84)
26. I develop a positive attitude towards the study of English (3.19, 1.09) 26. (3.59, 1.02)
34. I want to use English on my own initiative (3.88, 1.01) 34. (3.52, 1.00)

The least important objectives:

3. I develop a sense of responsibility (1.81, 0.95) 3. (2.24, 1.08)
20. I develop empathy (1.92, 0.94) 20. (2.06, 0.96)
10. I develop co-operation (2.09, 0.96) 2. I develop international understanding (2.65, 1.26)

Three of the most important objectives of the cognitive and psychomotor domain were listening comprehension, ability to speak and reading comprehension. The next most important objectives concerned written language in both the groups: pupils from SYK emphasized written communication while the Myllypuro group emphasized translation. It is obvious that instruction in an experimental school is not so much geared to the school-leaving examination as it is in ordinary schools where pupils may well feel translation to be a problem since it has played a dominant role in the exam. The least important objectives are the same in the two groups though their order of decreasing importance is not exactly the same. The least important objectives are items connected with culture and copying.

The most important objectives are the same in the two groups and they are the same as were considered the most important at each level by student teachers as well as in-service teachers (Leino 1974a). They have English as their content while the least important ones are general affective aims with no specific content.

Disagreement on the importance of objectives, as shown by the standard deviations, is greater among the pupils than among student teachers. In the experimental-school group the objectives with highest standard deviations concern distinguishing sentences and words while those with the highest values in other group concern international under-

standing and a positive attitude towards English-speaking people. Generally speaking there is more disagreement on the most and least important affective objectives than on the most and least important cognitive and psychomotor objectives.

2.4.3. Comparison

Finding an answer to Problem Three necessitated a comparison of the ratings given by in-service teachers, student teachers, and the two groups of pupils. Since the number of objectives is large it would be difficult to obtain a general picture of the differences between the ratings given by the four different groups, if comparisons were performed at the level of a single objective. Reducing the number of objectives was necessary and it was done in a way suggested by Leino, J. (1975).

The results of the factor-analyses carried out in the previous study were made use of (Leino 1974a). There was a good correspondence between the factor-structures at the three levels and the factor-structures were, to a very great extent, consistent with the theoretical framework that guided the construction of the instrument. Thus it can be considered justified to form clusters of objectives based on the factors discovered. This was done as follows: clusters were mainly formed of those objectives that were loaded on the same factor at the three or two different levels, which resulted in the following clusters:

1. A cluster of traditional objectives consisting of the following objectives: 1, 5, 8, 12, 14, 19, 23, 28, 40, and 42, which were loaded on the same factor at the three levels, and 13, 29, 32, and 43, which were loaded on the same factor at two different levels. Objective no. 16, which was loaded on different factors at different levels, was also included in this cluster based on the loading at the elementary level where it was more important than at the other two levels.

2. A cluster of the audiolingual objectives consisting of the following objectives: 11, 17, 18, 21, 25, 31, 36, and 41, which were loaded on the same factor at the three levels and 27, which had loadings on the same factor at two levels.

3. A cluster of affective aims and communication consisting of 15, 24, 33, 34, and 44, which were loaded on the same factor at the three levels, and 22, which had loadings on the same factor at two different levels. Objective no. 26 had loadings on all the factors at the intermediate level and on different factors at the other two levels. It was included in this cluster based on the loading at the elementary level where it was most important.

4. A cluster of general affective aims consisting of 3, 6, 10, and 39, which were loaded on the same factor at the three levels and 2, 20, and 38 having loadings on the same factor at two levels.

Six objectives remained outside the previously mentioned clusters either because they were loaded on the several

factors at the three levels or because their being loaded on some factor(s) was not consistent with the theoretical framework. Two more clusters were formed of these outsiders:

5. A cluster of objectives of elements of written language consisting of 30, 37, and 7.

6. A cluster of objectives of partial skills in pronunciation consisting of 45, 9, and 4.

The weighted means of all clusters of objectives were computed for each subject with the ratings of importance given by the subjects as coefficients. Thus the influence of less important objectives is smaller than it would be if ordinary means were used (Leino J. 1975). After that the means and standard deviations of the new variables were computed. They are given in Table 1 on the next page. Graphic presentations of the importance of the clusters are also included on page 23.

Combining objectives in this way yields new variable which are more concrete than factor-scores, for example, would be. Another reason for not resorting to factor-analysis in this connection is the smallness of the samples. The rather low values of the standard deviations (Table 1) refer to the reliability of the new variables (Dahllöf 1963).

Table 1. Means and Standard Deviations of the New Variables

Teachers (N=100)

	Elementary level		Intermediate level		Advanced level	
	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s
1.	1.93	0.56	2.72	0.42	3.41	0.49
2.	3.76	0.59	3.85	0.57	4.17	0.45
3.	3.65	0.50	3.90	0.48	4.18	0.48
4.	3.05	0.60	3.26	0.61	3.45	0.66
5.	3.68	0.70	3.69	0.50	3.83	0.64
6.	2.97	0.81	3.44	0.65	3.75	0.71

Student Teachers

	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s
1.	2.12	0.55	2.91	0.41	3.45	0.39
2.	3.34	0.51	3.58	0.46	3.85	0.44
3.	3.26	0.44	3.60	0.41	3.95	0.46
4.	2.95	0.51	3.13	0.44	3.29	0.52
5.	3.12	0.63	3.30	0.57	3.72	0.55
6.	2.82	0.81	3.33	0.52	3.63	0.55

Pupils, advanced level

	SYK (N=77)		Myllypuro (N=54)	
	$\bar{x}$	s	$\bar{x}$	s
1.	3.22	0.42	3.35	0.46
2.	3.70	0.54	3.64	0.58
3.	4.27	0.35	4.16	0.47
4.	2.42	0.75	2.85	0.67
5.	3.31	0.64	3.17	0.61
6.	3.55	0.62	3.68	0.66

Figure I. A Graphic Presentation of the Clusters of Objectives

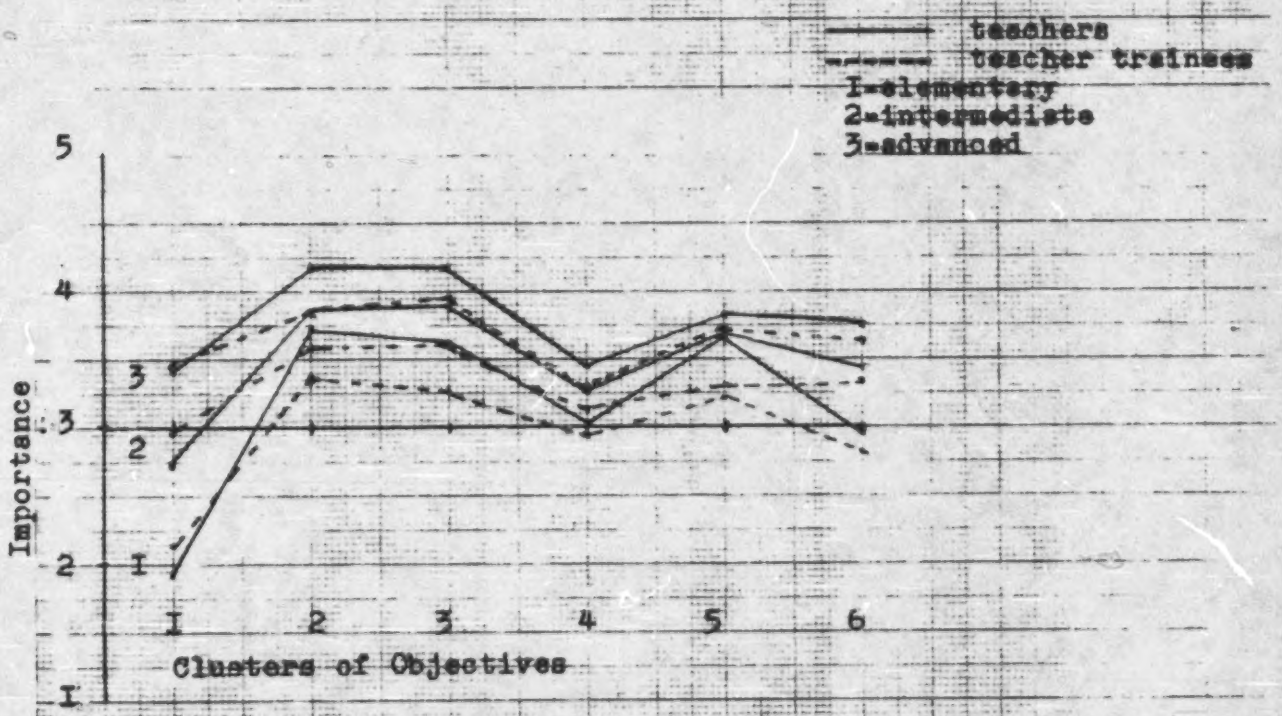

Figure 2. A Graphic Presentation of the Clusters of Objectives at the Advanced Level

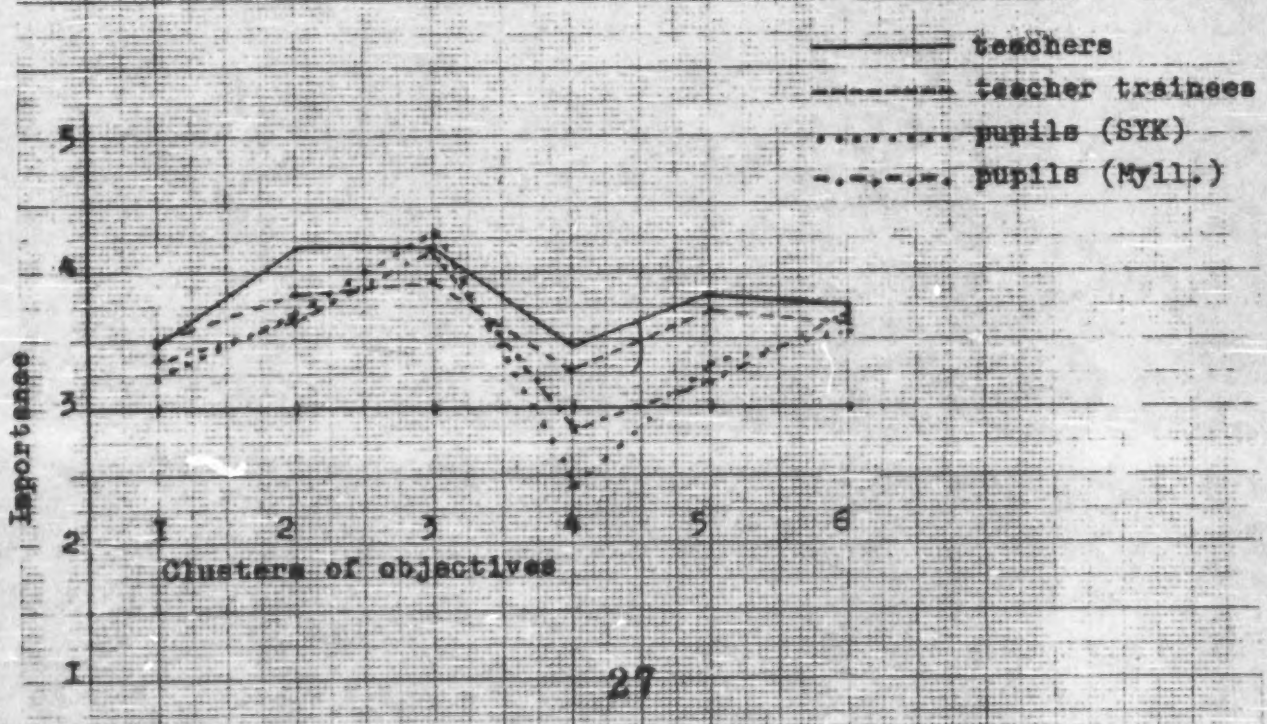

Figure 1 shows us how the importance of the same cluster of objectives varies at the three levels in the groups of in-service teachers and student teachers. Both the groups consider each area more important at the higher levels than at the elementary level; in addition to that, in-service teachers consider each area more important than student teachers with the exception of the cluster of traditional objectives which the latter consider slightly more important than the former at each level.

The figure also shows us in what way the importance of different clusters of objectives varies at the same level. Generally speaking the profiles show the same type of variation in both the groups at each level. The variation is smallest in the group of student teachers at the intermediate level. The difference between the importance of the traditional and audiolingual areas is smaller at each level with student teachers than with teachers.

Figure 2 presents the profiles of teachers, student teachers, and the two groups of pupils at the advanced level. Pupils consider the other areas less important than teachers or student teachers except the area of affective aims and communication and that of partial skills in pronunciation. The most striking discrepancy is at general affective aims which pupils consider far less important than in-service teachers or student teachers.

An important point to remember, when the ratings of the dif-

ferent groups are compared, is the fact that each group has a different framework. We have, for example, no information on the teachers of the student teachers. The lessons given by the student teachers are discussed afterwards but the influence of those discussions which are led by the master teachers is unknown. Neither have we any information on the teachers of those pupils who answered the questionnaire. It can, however, be assumed that the influence of teachers is now smaller than it will be when the system of joint planning by teachers and pupils is well established. Under the system prevailing up till now the teacher's work has mainly been guided by the textbooks that are used and the compulsory school leaving examination; there has hardly been any room for planning and discussion of objectives.

3. Discussion

At the level of a single variable the most interesting finding of the student teachers' group concerns reading comprehension, which is among the most important ones both at the intermediate and advaned levels. This variable was not considered to belong to the most important ones by in-service teachers (Leino 1974). At the level of combined variables the main results of the comparison between in-service teachers and student teachers are the following:

- student teachers considered the cluster of traditional objectives slightly more important at each level than teachers
- both groups considered each area more important at the higher levels then at the elementary level.

Even though the question of the relationship between the way the subjects appraised the objectives and the actual procedures in the classroom remains unanswered in this study, the importance of making teachers aware of current trends in foreign language instruction cannot be denied. Many of the assumptions on which traditional and audiolingual strategies were based have proved false (e.g., Finocchiaro 1972; Staff Article 1974; Smith 1971). The present trend is towards a kind of "modified traditionalism" an eclectic, integrated approach with the realization of the central role of the student's mental powers in learning a foreign language. Eclectism cannot be equated with "anything goes" but requires

the teacher to have a thorough knowledge of different practices and styles of teaching, and the learning theories upon which they are based to be able to choose between what is good for his particular purposes and what is not appropriate in a particular situation. This makes great demands on teacher training and in-service education of teachers, in particular, at a time of change. Eclectism should also be recognized by administrators and curriculum writers.

The discrepancy between the audiolingual and the traditional objectives in the in-service teachers' group could partly be attributed to the training they have received and their experiences as teachers. It must be remembered that the in-service teachers who answered the questionnaire mainly represented comprehensive school level. Their experiences as teachers might indicate the possibility that some pupils are only capable of activities at the audiolingual, manipulatory level. The discrepancy between the traditional and the audiolingual clusters was also to be seen, though less distinctly, in the student teachers' group. Student teachers, however, showed a slightly more positive attitude towards the traditional objectives, which is more in harmony with the recent developments in the field. It should be pointed out, at this juncture, that "traditional" refers to those objectives the content area of which is written language. The principle of eclecticism if it were followed might be seen in different types of profiles of the cluster of objectives; now there seems to be some kind of "either/or" attitude at the elementary level, in particular.

The greater importance of each cluster at the higher levels, assuming it is not due to the form of the questionnaire, could be based on the idea that more can be achieved with more mature pupils. This would mean that all the objectives are considered to be more important at the advanced level.

When ratings given by in-service teachers and student teachers are compared with those given by two groups of pupils the main result concerns the importance of the cluster of affective aims and communication, which is the peak of the pupils' profiles, and the small importance of the cluster of general affective aims with the experimental-school group attaching even less importance to it then the other group.

At the level of single variables pupils also stressed communication objectives, which according to the factor-analyses performed in the earlier study (Leino 1974a) were connected with such affective objectives as courage to speak English, willingness to use English on one's own initiative and a positive attitude towards the study of English. These affective objectives were those rated as the most important by all the groups of subjects. This area was more important than the audiolingual area in the pupils' opinion. It is within the teacher's possibilities to see to the implementation of these objectives.

The problematic area is that of the general affective aims, the importance of which represents values above the mean in the in-service teachers' and student teachers' groups and below the mean in the two groups of pupils. This can be

thought to be an expression of "generation gap" a separation in the views of younger and older people. A very practical kind of orientation is to be seen in the pupils' ratings: in foreign language lessons the purpose is to achieve skills in the language and the courage and willingness to use the language. Teachers recognize the importance of the general affective aims but the big problem is to know how to implement them and to know whether they have been achieved or not. An attempt will be made in a continuation study to clarify the relation between the general affective aims and the other objectives in the way suggested previously (Leino 1974).

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Appendix 1

Instruction

There is a list of objectives in English teaching in the questionnaire. Rate the importance of each objective at the advanced level using the scale 1-5.

1 = not very important

2 = quite important

3 = important

4 = very important

5 = extremely important

Use "important" most often, "quite important" and "very important" relatively often and "not very important" and "extremely important" quite seldom.

Anna-Liisa Leino

Rate the importance of each objective by using the scale 1 - 5. Mark your choice (1, 2, 3, 4, or 5) in the cells in front of the objectives.

An objective is that I

1. ☐ am able to translate orally from Finnish into English
2. ☐ develop international understanding
3. ☐ develop a sense of responsability
4. ☐ know the stress and intonation pattern of the language
5. ☐ am able to produce grammatical structures in writing
6. ☐ develop perseverance
7. ☐ am able to relate the word I have heard to the corresponding written symbol
8. ☐ am able to translate a Finnish text into English
9. ☐ am able to repeat sentences and dialogues
10. ☐ develop co-operation
11. ☐ am able to distinguish two sentences from each other on hearing them (e.g. he's watching the ship, he's washing the sheep)
12. ☐ am able to produce words in writing
13. ☐ am able to manipulate a sentence in writing (e.g. by changing its tense)
14. ☐ am able to describe habits and customs of Englishmen
15. ☐ take an active interest in English in my spare time
16. ☐ am able to copy sentences
17. ☐ am able to produce grammatical structures orally
18. ☐ am able to distinguish two words from each other on hearing them (e.g. big, pig)
19. ☐ am able to mention geographical places in England
20. ☐ develop empathy
21. ☐ know the meaning of the grammatical structure I have heard
22. ☐ am not afraid of speaking English
23. ☐ am able to spell words correctly
24. ☐ understand what I have heard
25. ☐ am able to pronounce different sounds and sound combinations.

26. ☐ develop a positive attitude towards the study of English
27. ☐ am able to read phonetic writing
28. ☐ am able to mention English writers and their works
29. ☐ am able to write from dictation
30. ☐ know the meaning of written words
31. ☐ am able to differentiate between sounds (e.g. thin, that)
32. ☐ am able to write on a given topic
33. ☐ am able to speak on a given topic
34. ☐ want to use English on my own initiative
35. ☐ am able to talk with an English-speaking person
36. ☐ know the meaning of a word I have heard
37. ☐ know the meaning of a written grammatical structure
38. ☐ am able to work independently and purposefully
39. ☐ develop a positive attitude towards English-speaking people
40. ☐ am able to translate an English text into Finnish
41. ☐ am able to pronounce words orally
42. ☐ am able to mention features typical of life in England
43. ☐ am able to communicate with an English-speaking person in writing
44. ☐ understand what I have read
45. ☐ am able to manipulate a sentence orally (e.g. by changing the tense)

Table 1. Means and Standard Deviations of Importance of Objectives in English Teaching

Student teachers (N=42)

	Elementary level		Intermediate level		Advanced level	
	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s
1.	1.43	0.70	2.26	0.79	3.05	0.94
2.	2.52	1.02	3.05	0.85	3.29	0.86
3	2.98	0.81	3.00	0.77	3.11	0.83
4.	2.95	0.94	3.45	0.72	3.88	0.77
5.	1.86	0.72	3.14	0.72	3.81	0.59
6.	2.57	0.91	2.95	0.62	3.21	0.72
7.	2.88	1.11	3.50	0.71	3.71	0.74
8.	1.33	0.57	2.57	0.74	3.43	0.77
9.	3.30	0.74	2.62	0.98	2.43	1.06
10.	3.26	0.73	3.31	0.72	3.33	0.75
11.	3.57	0.97	3.95	0.69	4.09	0.76
12.	2.11	0.86	3.02	0.78	3.45	0.94
13.	2.14	1.03	3.50	0.74	3.81	0.92
14.	1.59	0.73	2.33	0.85	2.78	0.75
15.	2.07	0.84	2.42	0.83	2.76	0.82
16.	2.67	1.24	1.95	0.94	1.86	1.07
17.	3.1o	0.93	3.50	0.67	3.83	0.79
18.	3.52	0.92	3.69	0.87	3.93	0.81
19.	1.45	0.59	2.21	0.68	2.55	0.80
20.	2.36	0.73	2.50	0.71	2.55	0.71
21.	3.02	1.02	3.45	0.67	3.78	0.72
22.	4.26	0.73	4.35	0.68	4.38	0.69
23.	2.69	1.09	3.31	0.68	3.76	0.69
24.	2.47	0.92	3.26	0.54	3.83	0.73
25.	3.26	0.94	3.57	0.94	3.92	0.97
26.	3.83	0.82	3.78	0.78	3.78	0.84
27.	1.90	1.03	2.45	0.91	2.88	0.96
28.	1.21	0.47	1.90	0.72	2.55	0.86
29.	2.21	0.84	3.00	0.66	3.21	0.84
30.	2.52	1.02	3.19	0.74	3.47	0.77
31.	3.31	0.95	3.64	0.88	3.71	0.83
32.	1.69	0.75	2.93	0.67	3.67	0.72
33.	2.05	0.79	3.14	0.57	3.76	0.76
34.	3.36	0.76	3.60	0.70	3.86	0.78
35.	2.29	0.89	3.26	0.77	4.02	0.78
36.	2.81	0.83	3.12	0.74	3.42	0.80
37.	2.52	0.97	3.04	0.70	3.47	0.74
38.	2.40	0.89	3.07	0.71	3.48	0.77
39.	3.12	0.74	3.19	0.59	3.21	0.65
40.	1.52	0.67	2.83	0.70	3.69	0.78
41.	3.00	1.06	3.33	0.87	3.55	0.94
42.	1.64	0.58	2.36	0.66	2.88	0.59
43.	1.55	0.71	2.83	0.38	3.52	0.83
44.	2.52	0.99	3.60	0.73	4.07	0.67
45.	2.50	1.09	3.31	0.75	3.52	0.80

Appendix 3

Table 2. Means and Standard Deviations of Importance of of Objectives in English Teaching. Pupils.

Advanced Level

	SYK (N=77)		Myllypuro (N=54)		
	$\bar{x}$	s	$\bar{x}$	s	
1.	3.00	0.76	3.19	0.87	
2.	2.55	1.06	2.65	1.26	
3.	1.81	0.95	2.24	1.06	x
4.	3.22	0.90	2.96	0.95	
5.	3.48	0.88	3.37	0.94	
6.	2.14	0.96	2.46	0.88	
7.	3.14	0.94	3.22	0.98	
8.	3.10	0.93	3.70	0.86	xxx
9.	2.14	0.82	2.61	0.88	xx
10.	2.09	0.96	2.67	1.09	xx
11.	3.58	1.16	3.69	1.02	
12.	3.47	0.77	3.39	0.92	
13.	3.14	0.97	3.24	1.04	
14.	1.64	0.84	1.65	0.80	
15.	2.95	1.04	2.74	1.05	
16.	1.48	0.72	1.61	0.88	
17.	3.74	1.09	3.79	1.05	
18.	3.48	1.20	3.54	1.09	
19.	1.35	0.56	1.44	0.60	
20.	1.92	0.94	2.06	0.96	
21.	3.74	0.89	3.50	0.88	
22.	4.49	0.77	4.31	0.84	
23.	3.68	0.77	3.76	0.77	
24.	4.87	0.34	4.63	0.65	xx
25.	3.75	0.85	3.41	0.86	
26.	3.19	1.09	3.59	1.02	
27.	2.09	0.92	2.33	0.95	
28.	1.51	0.77	1.22	0.46	x
29.	2.78	1.02	3.19	0.83	x
30.	3.52	0.84	3.72	0.99	
31.	3.18	0.96	3.07	0.93	
32.	3.60	1.05	3.54	1.11	
33.	3.66	1.00	3.85	0.99	
34.	3.88	1.01	3.52	1.00	
35.	4.64	0.53	4.41	0.74	
36.	3.52	0.84	3.70	0.82	
37.	3.62	0.80	3.65	0.95	
38.	2.43	1.06	3.04	0.97	xxx
39.	2.21	1.07	2.76	1.18	xx
40.	3.08	0.93	3.87	0.87	xxx
41.	3.77	0.93	3.69	0.99	
42.	1.53	0.77	1.52	0.82	
43.	3.87	0.88	3.69	0.86	
44.	4.47	0.68	4.41	0.66	
45.	2.87	0.89	3.30	0.94	x

Table 3. The Statements of Objectives with Significant Differences between the Means of the Two Groups of Pupils

	SYK (N=77)		Myllypuro (N=54)	
	$\bar{x}$	s	$\bar{x}$	s
3. I develop a sense of responsibility	1.81	0.95	2.24	1.06
8. I am able to translate a Finnish text into English	3.10	0.93	3.70	0.86
9. I am able to repeat sentences and dialogues	2.14	0.82	2.61	0.88
10. I develop co-operation	2.09	0.96	2.67	1.09
24. I understand what I have heard	4.87	0.34	4.63	0.65
28. I am able to mention English writers and their works	1.51	0.77	1.22	0.46
29. I am able to write from dictation	2.78	1.06	3.19	0.83
38. I am able to work independently and purposefully	2.43	1.06	3.04	0.97
39. I develop a positive attitude towards English-speaking people	2.21	1.07	2.76	1.18
40. I am able to translate an English text into Finnish	3.08	0.93	3.87	0.87
45. I am able to manipulate a sentence orally	2.87	0.89	3.30	0.94

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